2004-05
System Technology Survey
and Evaluation Report

NOTE:
**Some data for this report will be rolled-up from your submitted school surveys.
Rolled-up data is indicated by a yellow box.**

All text indicated in red denotes changes from the 2003-04 surveys.

DISTRICT DEMOGRAPHIC DATA AND CONTACT INFORMATION

The entry fields highlighted in grey will be automatically filled in if this information has been submitted to LCET or DOE during the 2004-2005 School Year. However, if any of this data has changed, please update it at this time.

Name of person completing this survey: _____

Email of person completing this survey: _____

District/Diocese/State School Name: _____

NCES #: _____

Telephone Number: _____

Fax Number: _____

District's Website: _____

Superintendent: _____

Superintendent's Email: _____

District Technology Coordinator: _____

District Technology Coordinator's Email: _____

1. Number of teachers: _____ (use number submitted to LDE on the October 2004 Annual School Report)

2. Number of students: _____ (use number submitted to LDE on the October 2004 Annual School Report)

3. What percentage of your district's student body is participating in the Federal Free or Reduced Lunch Program?
   - ○ 0 – 25%
   - ○ 26% - 50%
   - ○ 51% - 75%
   - ○ 76% - 100%

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DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports*

Number of Schools in District	##
Number of Schools with Internet Access	##
Number of Instructional Rooms in District	##
Number of Instructional Rooms in District with Internet Access	##
Number of Model Classrooms in District	##
Number of Computers Connected to Internet	##
Number of Computers NOT Connected to Internet	##

This data will be "rolled-up" from your submitted school surveys

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Computers and Connectivity

4. What type of connection does the district have to the internet? Check all that apply.
   - ☐ Cable
   - ☐ ISDN
   - ☐ DSL
   - ☐ T1
   - ☐ T3
   - ☐ Frame Relay
   - ☐ Fiber
   - ☐ Satellite
   - ☐ Wireless Tower

5. What is the bandwidth connection of the schools to the internet? Check all that apply.
   - ☐ Cable
   - ☐ ISDN
   - ☐ DSL
   - ☐ T1
   - ☐ T3
   - ☐ Frame Relay < 500 Kbps
   - ☐ Frame Relay >= 500 Kbps
   - ☐ Fiber
   - ☐ Satellite
   - ☐ Wireless Tower

6. How many of your schools provide broadband connection speeds (100 mbps up and downstream) to all internet capable computers?* ____

   *In determining your answer to this question please take into account if you have a T1 line going to the school, and the school has more than 150 internet capable computers which connect at 100 mbps then the school could not provide broadband to all internet capable computers. Therefore, this school could not be counted as providing broadband connection to all desktops.

Support

7. Does your district have one or more district-based personnel assigned as technology instructional facilitators to assist/train teachers with technology integration?

   - ○ Yes
   - ○ No

If yes, how many individuals serve the district in this capacity? ___

Is (are) the district-based technology instructional facilitator(s)
- ☐ Full-time (salaried)
- ☐ Part-time (salaried; half-day or less)
- ☐ Part-time (stipend; extra duties on top of regular, full-time position)
- ☐ Volunteer

8. Does your district have one or more district-based personnel assigned as technical support for maintenance and/or support of hardware and software in schools?

- ○ Yes
- ○ No

If yes, how many individuals serve the district in this capacity? ___

Is (are) the district-based technology technical support person(s)
- ☐ Full-time (salaried)
- ☐ Part-time (salaried; half-day or less)
- ☐ Part-time (stipend; extra duties on top of regular, full-time position)
- ☐ Volunteer

9. Does your district have one or more district-based personnel assigned as the network support person for network maintenance?

- ○ Yes
- ○ No

If yes, how many individuals serve the district in this capacity? ___

Is (are) the district-based technology network support person(s)
- ☐ Full-time (salaried)
- ☐ Part-time (salaried; half-day or less)
- ☐ Part-time (stipend; extra duties on top of regular, full-time position)
- ☐ Volunteer

DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports

Number of Students in District	##
Number of Student Enrollments in Secondary Computer Education Courses	##
Number of Students Enrolled in Electronically Delivered Courses via Distance Learning	##
Number of Schools in which ALL Students are able to work from a networked computer (as defined in school survey)	##

This data will be "rolled-up" from your submitted school surveys

Student Technology Literacy

10. Identify Assessment Instrument and/or Method Used to Determine Student Technology Literacy (i.e. indicator that speaks to the number of students who by the end of 8th grade meet the Louisiana K-12 Educational Technology Standards):

     ☐ Online Student Self-Assessment Survey (developed by SEDL; provided to districts by LDE)
     ☐ Performance-based Assessment (developed by SEDL; provided to districts by LDE)
     ☐ Other (describe in detail)

11. Total Number of 8th Graders in District (use number submitted to LDE on the October 2004 Annual School Report): _____

12. Number of 8th Graders Assessed: _____

13. Number of 8th Graders who meet the Student Technology Literacy Standard: _____

Distance Learning

14. Does your district provide any district-delivered distance learning courses to students?
     ○ Yes
     ○ No

     If yes, how many courses? ____
     If yes, how many students are enrolled? _____
     If yes, what method of delivery?
          ☐ Internet
          ☐ IP conferencing
          ☐ CVC conferencing
          ☐ Satellite delivered

EDUCATOR TECHNOLOGY PROFICIENCY AND PRACTICE

DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports*

Number of Teachers in District	##
Number of Teachers who have completed Louisiana INTECH training (K-6 or 7-12) in 2004-05	##
Number of Teachers who have completed INTECH 2 Science or INTECH 2 Social Studies in 2004-05	##
Number of Teachers who have completed Making Connections training in 2004-05	##
Number of Teachers who have completed FIRSTTech in 2004-05	##
Total number of Teachers who have completed Louisiana INTECH training (K-6 or 7-12)	##
Total number of Teachers who have completed INTECH 2 Science or INTECH 2 Social Studies	##
Total number of Teachers who have completed Making Connections training	##
Total number of Teachers who have completed FIRSTTech	##
Number of Teachers with Educational Technology Leadership Certification (from Teacher Certification database)	##
Number of Teachers with Educational Technology Facilitation Certification (from Teacher Certification database)	##

This data will be "rolled-up" from your submitted school surveys

Teacher Technology Proficiency

15. Identify Assessment Instrument and/or Method Used to Determine Teacher Technology Proficiency (i.e., indicator that speaks to the number of teachers who meet the National Educational Technology Standards for Teachers):

   ☐ Online Teacher Self-Assessment Survey (developed by SEDL; provided to districts by LDE)
   ☐ Performance-based Assessment (developed by SEDL; provided to districts by LDE)
   ☐ Other (describe in detail)

16. Number of Teachers Assessed: _____

17. Number of Teachers who meet the Teacher Technology Standard as "qualified to use technology with instruction": _____

18. Prior to employment, are prospective teachers' skills in instructional technology a consideration in the hiring process (i.e., are applicants asked for information regarding their proficiencies and/or training in the area of instructional technology)?
   ○ Yes
   ○ No

District-Provided Professional Development

19. What opportunities did your DISTRICT <u>provide</u> for professional development in instructional technology during the 2004-2005 school year? Include <u>only</u> those opportunities that were provided and delivered by the district (i.e., do NOT include trainings provided at the Regional TLTC or at LCET). Select all that apply by indicating the number of trainings provided and number of participants.

    Program Specific
    - ☐ Louisiana INTECH (K-6 or 7-12)
      - _ # of participants
    - ☐ INTECH 2 Science or INTECH 2 Social Studies
      - _ # of participants
    - ☐ Making Connections Training
      - _ # of participants
    - ☐ K-12 Online Database Training (GALE and World Book)
      - _ # of participants
    - ☐ FIRSTTech
      - _ # of participants
    - ☐ Technology Productivity Training Sessions (e.g., MS Office, Electronic Grade books)
      - _ # of participants
    - ☐ District-modified version of Louisiana INTECH (K-6 or 7-12)
      - _ # of participants
    - ☐ Universal Designs for Learning (UDL)
      - _ # of participants
    - ☐ Louisiana Information Literacy Initiative (LILI)
      - _ # of participants
    - ☐ Other instructional technology trainings
      - _ # of participants

    Types or Kinds of Professional Development
    - ☐ Online Professional Development
      - _ # of participants
    - ☐ After School Workshops
      - _ # of participants
    - ☐ Saturday Workshops
      - _ # of participants
    - ☐ Peer to Peer Observations and Visitations to Other Schools and/or Classrooms
      - _ # of participants
    - ☐ Instructional Facilitators Modeling of Lessons in Classrooms
      - _ # of participants
    - ☐ Professional Conferences
      - _ # of participants
    - ☐ Web-Based, CD, or Video Tutorials
      - _ # of participants
    - ☐ University Courses
      - _ # of participants
    - ☐ Summer Institutes
      - _ # of participants

20. What opportunities did your DISTRICT <u>support</u> for professional development in instructional technology during the 2004-2005 school year? Include those opportunities that were delivered by an entity outside the district, but that district support was provided to promote attendance and participation by district personnel (i.e., include training attended by district educators at LCET or the Regional TLTCs).

    Program Specific
    - ☐ Louisiana INTECH (K-6 or 7-12)
    - ☐ INTECH 2 Science or INTECH 2 Social Studies

- ☐ LEADTech
- ☐ Making Connections Training
- ☐ K-12 Online Database Training (GALE and World Book)
- ☐ FIRSTTech
- ☐ LILI
- ☐ UDL
- ☐ i-SAFE
- ☐ PalmQuest
- ☐ Technology Productivity Training Sessions (e.g., Word, Electronic Grade books, PowerPoint)
- ☐ LaCUE
- ☐ NECC

21. Does your district allow release time to teachers for technology training (i.e., are teachers in your district allowed to participate in approved technology professional development during the school day)?
    - ○ Yes
    - ○ No

ADMINISTRATOR TECHNOLOGY PROFICIENCY AND LEADERSHIP

DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports*

Number of Principals in District who have completed LEADTech	##
Number of Principals in District who have completed LPI	##
Number of Asst. Principals in District who have completed LEADTech	##
Number of Asst. Principals in District who have completed LPI	##
Number of Principals who require teachers to include a technology goal in their professional growth plans	##
Number of Principals who require teachers to include a technology component in lesson planning	##
Number of Principals who assess/evaluate technology-integration in classroom instruction	##

This data will be "rolled-up" from your submitted school surveys

22. Has the district superintendent completed LEADTech (or is currently enrolled in LEADTech)?
    - ○ Yes
    - ○ No

23. Have other district-level (central office) personnel completed LEADTech?
    - ○ Yes
    - ○ No

    If yes, how many? _____

24. Does the district assess administrators' technology proficiencies, as defined in the National Educational Technology Standards for School Administrators? (Administrators would include Superintendents; assistant, associate, or deputy superintendents; district supervisors of elementary, secondary, vocational, and other educational programs; as well as supervising instructors.)
    - ○ Yes
    - ○ No

    If yes, what instrument or method is used to determine if an administrator demonstrates proficiency?
    - ○ Online Administrator Self-Assessment Survey
    - ○ Other (describe in detail)

25. Number of Administrators in District _____

26. Number of Administrators Assessed _____

27. Number of Administrators identified as technology proficient _____

CLASSROOM INTEGRATION AND EFFECTIVE PRACTICE

28. Indicate the mechanism(s) your district has in place to adopt and promote technology-supported instructional practices district-wide. Check all that apply.

   ☐ A district leadership team establishes yearlong targets for district-wide adoptions of proven solutions (including technology-supported solutions) that promote school improvement
   ☐ District-mandated teacher performance reviews include assessment of effective technology integration
   ☐ District incentives are provided to teachers who adopt proven best practices related to technology (e.g., laptops, conference attendance, stipends)
   ☐ Best practices are entered into the Making Connections website for lesson plans and curricula that is accessible to all teachers
   ☐ Best practices are spotlighted through communication mechanisms (e.g., newsletters, faculty meetings, emails)
   ☐ The district has no formal process in place to promote technology-supported instructional practices school-wide. Schools and teachers adopt technology-supported instructional practices based on their own comfort level and interest.
   ☐ Encourages and provides opportunities for participation in local, state, and national technology conferences for professional development (e.g., LACUE, NECC).
   ☐ Encourages and supports grant writing activities (by classroom teachers and/or school grant writing team) to provide additional hardware, software, and professional development opportunities.

29. Rate the extent to which the following conditions exist in your district.

   1 = Not at all
   2 = Efforts to do this are just beginning
   3 = Efforts have begun and some progress has been made
   4 = Efforts have begun and we have made considerable progress
   5 = This condition has been achieved in our district

District Condition	1	2	3	4	5
Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula					
There is guidance from the district to ensure that the use of technology by teachers across all schools, grades and content areas is consistent					
There are district policies in place to ensure that all aspects of the student population have access to technology resources to support learning.					

COMMUNICATION AND COMMUNITY OUTREACH

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DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports

Number of Schools in District with School Website	##
Number of Teachers with Classroom or Subject Websites	##
Number of Teachers with Internet Access at Home	##
Number of Students with Internet Access at Home	##

*This data will be "rolled-up" from your submitted school surveys

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30. To whom does the district provide internet email accounts? Check all that apply.

    Administrators
    ☐ All district and building administrators
    ☐ No administrators
    ☐ Some district and building administrators
    Explain:

    Teachers
    ☐ All teachers
    ☐ No teachers
    ☐ Some teachers
    Explain:

    Students
    ☐ All students
    ☐ No students
    ☐ Some students
    Explain:

31. Does the district have a regularly updated district website?
    ○ Yes
    ○ No

    If yes, does the district website provide equal access to special needs users?
    ○ Yes
    ○ No

32. Does the district have and support a district-based online learning infrastructure (e.g., Blackboard, WebCT)?
    ○ Yes
    ○ No

33. Does the district have and maintain a CVC or IP videoconferencing infrastructure?
    ○ Yes
    ○ No

PLANNING AND FUNDING

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DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports*

Number of Schools in District with Stand-alone technology plan	##
Number of Schools spending less than $1000 per year on instructional technology	##
Number of Schools spending between $1,000 - $9,999 per year on instructional technology	##
Number of Schools spending between $10,000 - $24,999 per year on instructional technology	##
Number of Schools spending over $25,000 per year on instructional technology	##

***This data will be "rolled-up" from your submitted school surveys**

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E-Rate Funding

34. Did the district apply for E-Rate funding during the 2004-2005 school year?
    - ○ Yes
    - ○ No

35. If yes, what is the dollar value of the discount in the 2004-2005 school year?_____ (round to the nearest dollar)

District Technology Spending

36. Indicate the amounts budgeted for instructional and administrative technology in your DISTRICT technology budget for the 2004-05 school year. Use NA for items that are not in your budget. The district technology budget can include items that are funded from local sources as well as sources outside of the district (e.g., 8(g) grants, state funds, federal funds). Round all amounts to the nearest dollar.

Computer Hardware/Peripherals	
Software	
Professional Development	
Telecommunications (e.g., internet, long distance)	
Networks	
Distance Learning	
Service/support	
Other	
TOTAL	

37. Does your district have a plan for computer replacement and is that plan reflected in long-term district budget planning?
    - ○ Yes
    - ○ No

**PERFORMANCE INDICATORS AND TARGETS FOR THE
TECHNOLOGY IMPROVEMENT GRANTS AND EETT COMPETITIVE GRANTS**

Technology Improvement Grant

38. For each performance indicator and target, give a status report (as of June 30, 2005) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation of why your target wasn't met or why data was not available.

2004-05 Performance Indicator :

2004-05 Performance Description:

2004-05 Target:

Indicate whether you have met, exceeded, or not yet attained your performance target for 2004-05.
- ○ Met/Exceeded
- ○ Not Yet Attained

Please explain your answer:

EETT Competitive Grant 1 (if applicable)

39. For each performance indicator and target, give a status report (as of June 30, 2005) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation of why your target wasn't met or why data was not available.

2004-05 Performance Indicator :

2004-05 Performance Description:

2004-05 Target:

Indicate whether you have met, exceeded, or not yet attained your performance target for 2004-05.
- ○ Met/Exceeded
- ○ Not Yet Attained

Please explain your answer:

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EETT Competitive Grant 2 (if applicable)

40. For each performance indicator and target, give a status report (as of June 30, 2005) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation of why your target wasn't met or why data was not available.

   2004-05 Performance Indicator :

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   2004-05 Performance Description:

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   2004-05 Target:

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Indicate whether you have met, exceeded, or not yet attained your performance target for 2004-05.
- ○ Met/Exceeded
- ○ Not Yet Attained

Please explain your answer:

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